



Springdale Elementary

361 Wattling Road
West Columbia, SC 29170

Grades	PK-5 Elementary School	
Enrollment	440 Students	
Principal	Mr. Shane Thackston	803-739-4175
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

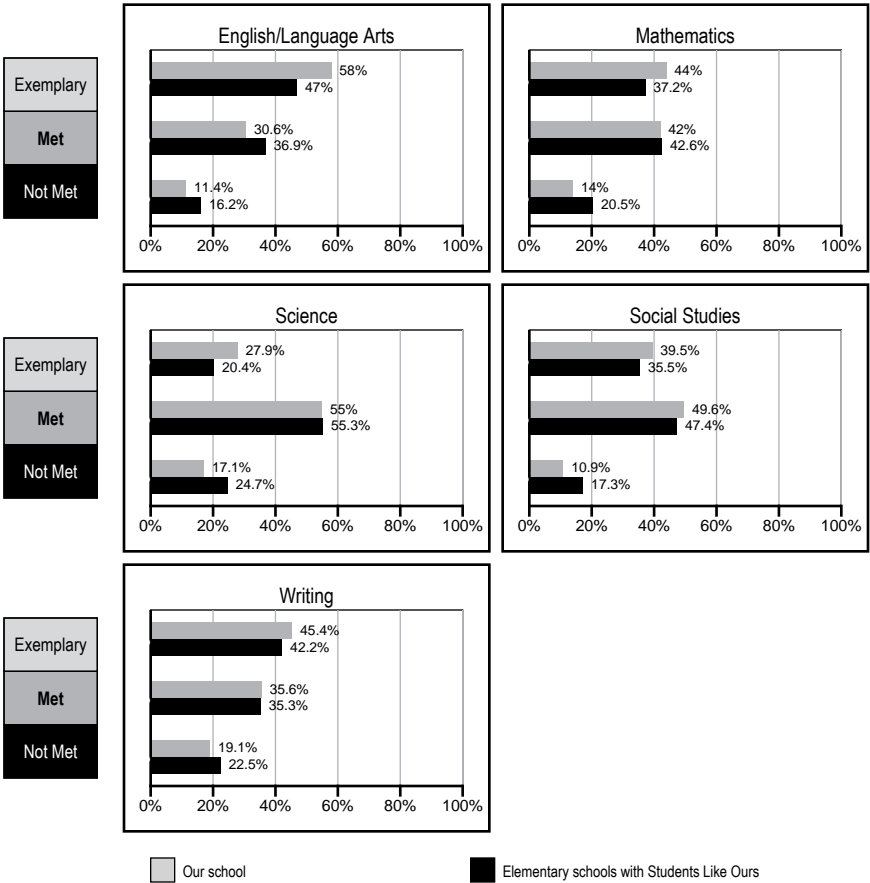
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	20	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=440)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.0%	1.5%	1.9%
Attendance rate	96.6%	Down from 96.7%	96.6%	96.3%
Eligible for gifted and talented	26.3%	Up from 25.6%	15.8%	10.0%
With disabilities other than speech	6.6%	Up from 6.4%	6.8%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Down from 75.0%	61.4%	59.4%
Continuing contract teachers	86.7%	Down from 92.9%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 91.1%	86.6%	85.9%
Teacher attendance rate	95.0%	Down from 96.4%	95.1%	95.1%
Average teacher salary*	\$49,871	Up 1.3%	\$48,308	\$47,149
Professional development days/teacher	11.3 days	Up from 9.4 days	11.3 days	11.1 days
School				
Principal's years at school	1.0	Down from 21.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.0%	Down from 92.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Up from 91.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,898	Down 1.6%	\$6,905	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 68.9%	69.6%	68.8%
Percent of expenditures for teacher salaries**	67.9%	Up from 66.6%	61.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Springdale Elementary School completed a very successful school year by providing a quality education to 445 students in child development to fifth grade. Our school motto, "Where Children and Learning Come First" became a reality at Springdale this year. We made this possible through providing a family friendly environment, implementation of data-driven instruction through our school RESULTS focus, and continuous improvement of instruction to increase the proficiency of all students. Our RESULTS plan, based on the work of Mike Schmoker, had 6 dimensions: Teamwork & School Climate, Data Analysis, SMART goals, Staff Development, Community Outreach, and Celebrating Success. Our faculty and staff were very successful with the implementation of all areas. The use of Measures of Academic Progress (MAP) and Developmental Reading Assessment (DRA) data have been instrumental in addressing the specific needs of our students and charting the growth of our students. We continued to implement targeted instruction and our Read 120 SMART room. These two programs allow for differentiated instruction in the areas of reading and writing.

Being a family-friendly school, we decided to apply for Red Carpet. While applying, we realized that we live their philosophy on a daily basis. We were very excited to find out that we received the Red Carpet Award this school year. Also, our school is recognized for closing the achievement gap and earned a Palmetto Silver Award. This is the 4th year that our school received the Palmetto Gold/Silver recognition.

Springdale Baptist Church continued their support of our school this year. Through their support, Springdale Baptist Church has supplied our school with school supplies for our students, as well as, an afternoon program at the Church.

The Town of Springdale is committed to our school. They have continued to provide our school with a Student Assistance Officer. This support has allowed us to have a successful Safety Patrol. Our SAO instills positive leadership qualities in these students. Also, our SAO sponsors a Kids on Patrol (KOP) of the Month luncheon, as well as, serves as an ambassador for the town at our school.

Our celebrations would not be complete without special recognition for the support and dedication from our faculty, staff, students, parents, and community. Two students were selected for Southeastern American Choral Directors Association Children's Honor Choir. One of our teachers was honored by WLTX as a teacher of the week. Our Student Assistance Officer was recognized by WIS as a "Person to Count On." Our PTO and SIC continued to be an integral part of our school by supporting the implementation of Dolphin Splash Awards Ceremonies. Thank you for your support as we continue to strive toward excellence here at Springdale.

Shane Thackston, Principal
Steve Hallman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	58	32
Percent satisfied with learning environment	100.0%	100.0%	96.9%
Percent satisfied with social and physical environment	100.0%	98.2%	96.9%
Percent satisfied with school-home relations	100.0%	96.6%	93.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	206	100	11.4	30.6	58	94.8	82.1	82.8	Yes	Yes
Gender										
Male	111	100	12.6	34	53.4	96.1	77.5	79.3	N/A	N/A
Female	95	100	10	26.7	63.3	93.3	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	168	100	10.5	25.3	64.2	94.4	89	89.5	Yes	Yes
African American	34	100	18.5	55.6	25.9	96.3	72.4	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	26	100	34.8	39.1	26.1	78.3	49.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	70	100	13.1	36.1	50.8	93.4	74.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	206	100	14	42	44	90.2	79	78.9	Yes	Yes
Gender										
Male	111	100	14.6	41.7	43.7	90.3	76.5	77	N/A	N/A
Female	95	100	13.3	42.2	44.4	90	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	168	100	10.5	41.4	48.1	92	86.8	87.2	Yes	Yes
African American	34	100	37	40.7	22.2	77.8	66.4	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	26	100	47.8	39.1	13	60.9	44.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	70	100	19.7	39.3	41	88.5	71.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	137	100	17.1	55	27.9	82.9	68	67.5
Gender								
Male	73	100	17.9	47.8	34.3	82.1	66.4	67
Female	64	100	16.1	62.9	21	83.9	69.7	68
Racial/Ethnic Group								
White	112	100	11.2	56.1	32.7	88.8	79.7	79.5
African American	22	100	52.6	42.1	5.3	47.4	49.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	33.3	60	6.7	66.7	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.8	59.6
Socio-Economic Status								
Subsided meals	44	100	27.5	55	17.5	72.5	56.3	55.1

Social Studies								
All Students	137	100	10.9	49.6	39.5	89.1	73.2	72.3
Gender								
Male	71	100	10.6	45.5	43.9	89.4	70.7	71.5
Female	66	100	11.1	54	34.9	88.9	75.7	73.2
Racial/Ethnic Group								
White	109	100	8.5	47.2	44.3	91.5	80.5	80.7
African American	26	100	23.8	57.1	19	76.2	61.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	27.8	44.4	27.8	72.2	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	67.9
Socio-Economic Status								
Subsided meals	49	100	14	53.5	32.6	86	65.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	206	100	19.1	35.6	45.4	80.9	68.3	70.2	96.6	95.8
Gender										
Male	112	100	22.1	41.3	36.5	77.9	59.9	63.2	96.6	95.8
Female	94	100	15.6	28.9	55.6	84.4	76.8	77.5	96.6	95.9
Racial/Ethnic Group										
White	167	100	17.9	30.9	51.2	82.1	76.1	79.1	96.6	95.6
African American	35	100	28.6	57.1	14.3	71.4	56.1	57.6	96.4	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.2	96.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.8	62.6	95.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	26	100	58.3	29.2	12.5	41.7	23	26.1	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.2	61.2	95.2	96.2
Socio-Economic Status										
Subsidized meals	66	100	28.6	37.5	33.9	71.4	58.8	58.9	96.1	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	74	100	10.4	26.9	62.7	89.6
	4	68	100	13.8	33.8	52.3	86.2
	5	64	100	9.8	31.1	59	90.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	74	100	10.4	38.8	50.7	89.6
	4	68	100	16.9	47.7	35.4	83.1
	5	64	100	14.8	39.3	45.9	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	37	100	20.6	41.2	38.2	79.4
	4	68	100	16.9	58.5	24.6	83.1
	5	32	100	13.3	63.3	23.3	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	37	100	9.1	36.4	54.5	90.9
	4	68	100	7.7	60	32.3	92.3
	5	32	100	19.4	41.9	38.7	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	74	100	23.5	25	51.5	76.5
	4	68	100	12.3	46.2	41.5	87.7
	5	64	100	21.3	36.1	42.6	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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